



## Sociology at Samuel Whitbread Academy

# Welcome to GCSE Sociology

Welcome to Sociology! You have chosen a fantastic course. In Sociology you will be encouraged to look at the world in a more critical way and question why society functions in the way that it does. Studying sociology will make you more curious about the world and the institutions that impact upon our lives. No longer will you take society at face value – you will be encouraged to question everything, from the role of the family in modern society to the extent to which education provides equal opportunities for all. Additionally, you will learn to identify and critically evaluate different sociological perspectives. This course invites you to challenge your assumptions and develop a deeper understanding of the life chances of different social groups in society in order to see the world with tolerance and empathy. Along the way, you'll develop a broad sociological language and an understanding of a range of key studies and methods. We are so pleased to invite you on the journey!

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# GCSE Sociology 9-1

## Four main topics covered:

- Family
  - Education
  - Crime & Deviance
  - Social Stratification
- (with research methods questions 'in context' in each topic)

## GCSE Exams

**Paper 1** – Family, Education (and research methods)

1 hour 45 minutes

50% of GCSE

**Paper 2** – Crime and Deviance, Social Stratification (and research methods)

1 hour 45 minutes

50% of GCSE

## EXAM QUESTION STRUCTURE

For each of the four topics, in the exam you will receive the following types of questions:

| How many questions? | Type                                   | Marks?   | Notes   |
|---------------------|--|----------|---|
| x2                  | Multiple choice                        | 1 mark   | Key term/example  |
| x1                  | Describe                               | 3 marks  | Key term  |
| x1                  | Identify & describe                    | 3 marks  | Generally asking to describe an example of something...   |
| x1                  | Examine                                | 2 marks  | Asks for <b>one</b> strength <b>or</b> weakness of research in an item provided                           |
| x3                  | Identify & explain                     | 4 marks  | At least one of these will be methods in context  |
| x1                  | Identify & describe (plus sociologist) | 4 marks  | Will ask you about research of a specific sociologist 'including what you know of his/her perspective...' |
| x2                  | Discuss how far...                     | 12 marks | For & against arguments of a statement, to include 3 x PEEL paragraphs + a conclusion                     |

# How to answer questions

## How to answer 3 and 4 mark questions

These questions will either ask you to '**describe**' or '**explain**' a sociological idea. **Describe** requires you to breakdown a concept in detail i.e. what are the main factors of a concept whereas **explain** requires you to look at the process of how or why. We advise that for:

- '**Describe**' style questions you follow a PEL writing frame – *point, expand, link* e.g.....

### Identify and describe one example of a type of secondary education in Britain (3 marks)

#### Student response:

Comprehensive schools are state funded, they are free to attend as the government finances them, and they are open to all children from any background. These types of schools can provide a route of upward social mobility for students whom originate from poorer families. Marxists will favour state-funded schools over independent because it will narrow class inequalities as working class students can obtain qualifications in which they can then compete for middle class jobs.

**(Point)** The student correctly identifies a type of school and then describes the school in relevant depth, demonstrating great knowledge of their understanding of the school **(Expand)**.

**(Link)** They offer a *relevant* description in sufficient detail to justify full marks!

- '**Explain**' style questions you follow a PEEL writing frame – *point, explain, evidence, link* e.g.....

### Identify and explain one possible effect on students of setting in schools. (4 marks)

Setting is when you are placed in ability groups in subject areas, from high achieving to low achieving. Considering this, working class or low achieving pupils will be teacher labelled as not succeeding in education, whereas middle class or high achieving students will have the 'halo effect' placed on them. Following Balls' study of banding and teacher expectations: band two mirrored teachers' expectations of being uncooperative: band one being well balanced and intelligent. The effect of setting is self fulfilling prophecy from the teacher's label. Working class students will live up to the 'failure' label attached which will reduce in lack of effort in lessons, which will then result in low attainment and poor results

**(Point)** The student has clearly identified an effect of setting in schools and a relevant explanation of the impact of this, in context to what the question is asking **(Explain)**.

**(Evidence)** They offer a relevant explanation in sufficient detail to justify full marks! **(Link)**

There are four 12 mark essay questions in both paper 1 and paper 2. These are worded “Discuss how far sociologists would agree that.....”. **Discuss** requires you to look at the arguments both for and against the statement in detail.

12 mark question hierarchy for success



Self/peer assessing a 12 mark question

| ALL MUST   | MOST WILL  | SOME WILL  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Include at least one point for each side of the argument (i.e. one point that agrees and one that doesn't agree with the statement)</li> <li>• Explain each point to show how/why this happens ensuring each point is in clear paragraphs.</li> <li>• Include some key terms</li> </ul> | <ul style="list-style-type: none"> <li>• Include a range of key terms.</li> <li>• Include sociological theory.</li> <li>• Include 3-5 points</li> <li>• Include Key studies</li> </ul> | <ul style="list-style-type: none"> <li>• A clear conclusion which reaches a final judgement.</li> <li>• Direct evaluation of theories</li> </ul> |

### Subject Learning Checklist and Revision Strategies: Family

| Big Ideas  | Topic Area   | RAG | Revision Strategy                        |
|--|--|-----|--|
| Family Diversity   | The Rapoport's 5 family types.   |     | Grid / mind-map or individual flash card |
|  | Family diversity and the different family forms in the UK and in a Global context.   |     |  |
| Role & Functions of the Family                           | <b>Parsons'</b> Functionalist perspective on primary socialisation and the stabilisation of adult personalities.   |     | Mind-map/ Grid/ flash-cards.             |
|  | <b>Murdock's</b> Functionalist perspective on the universal family functions: sexual, reproductive, economic and educational.  |     |  |
| Social Change, Marriage and Divorce                      | Changes in the pattern of marriage in Britain since 1945   |     | mind-map / grid / flash cards            |
|  | The reasons for the changes in the patterns of marriage rates.   |     |  |
|  | Changes in the pattern of divorce in Britain since 1945  |     |  |
|  | The reasons for the rise in divorce in Britain since 1945.   |     |  |
|  | The consequences of divorce for family members and structures  |     |  |
| Power in the family and conjugal roles                   | The Feminist idea of Oakley and the traditional family.  |     | Mind-map / flash cards                   |
|  | The division of power in the family and decision-making.   |     |  |
|  | The division of power in the family and the domestic division of labour.   |     |  |
|  | Feminist, Marxist and Functionalist comparisons of issues that impact on conjugal role relationships: leisure, childcare, decision-making.   |     |  |
| Social Change and changing relationships within families | Wilmott and Young's functionalist perspective on the changing family, the symmetrical family and the concept of stratified diffusion.  |     | Flash cards / mind-map / Grid            |
|  | Contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage/ ageing population. |     |  |
|  | <b>Zaretsky's</b> Marxist perspective on the family and its changing nature.   |     |  |
|  | <b>Delphy and Leonard's</b> Feminist perspective on the family.  |     |  |

## Subject Learning Checklist and Revision Strategies: Education

| Big Ideas  | Topic Area   | RAG | Revision Strategy                        |
|--|--|-----|--|
| Role & Functions of Education  | Durkheim on the transmission of norms and values and fostering social cohesion.  |     | Grid / mind-map or individual flash card |
|  | Parsons on achieved status and schools as meritocratic   |     |  |
|  | Bowles and Gintis on the correspondence principle on the relationship between education and capitalism.  |     |  |
|  | Feminist perspective and the hidden curriculum and the reproduction of patriarchy.   |     |  |
| Inequality and Differences in Educational Achievement and Social Class | Factors affecting achievement – external factors: Halsey on class-based inequalities.  |     | Grid / mind-map                          |
|  | Factors affecting achievement – external factors: social class and cultural deprivation.   |     |  |
|  | Factors affecting achievement – internal factors (processes within schools): setting, streaming, MA teaching.  |     |  |
|  | Factors affecting achievement – internal factors (processes within schools): Labelling, SFP and the work of Ball on teacher expectations and Willis on the creation of counter school cultures.              |     |  |
| Inequality and Educational Achievement and Ethnicity                   | Factors affecting achievement – external factors: racism in society, family structures.  |     | Grid / mind-map                          |
|  | Factors affecting achievement – internal factors (processes within schools): formation of subcultures, ethnocentric curriculum.  |     |  |
| Inequality and differences in Educational Achievement and Gender       | Factors affecting achievement – gender: external factors including the decline in manufacturing jobs, sexism and patriarchy and processes within schools: feminisation of education, teachers' expectations. |     | Grid / mind-map                          |
| Social Policy and Types of School                                      | Types of schools including primary and secondary.  |     | Flash cards                              |
|  | Alternative forms of educational provision: home schooling and de-schooling.   |     | Flash cards                              |
|  | Private vs State   |     | Grid                                     |
| Social Policy and Meritocracy  | Marketisation and Ball on parental choice and competition between schools.   |     | Flash card                               |
|  | Recent education policies  |     | mind-map/ flash cards                    |
|  | Marketisation and types of school  |     | Mind-map / flash cards                   |

## Subject Learning Checklist and Revision Strategies: Crime and Deviance

| Big Ideas                                     | Topic Area  | RAG | Revision Strategy             |
|---|---|-----|-------------------------------|
| The Social Construction of Crime and Deviance | Definitions of crime and deviance.  |     | flash cards                   |
|   | Explanations of crime and deviance as social constructs: how they vary over time and place.   |     |                               |
| Measuring Crime                               | The different ways in which crime is measured including data sources of crime: victim surveys, self-report studies and official statistics. |     | Mind-map/ flash-cards.        |
|   | The 'dark figure' of crime (unreported and unrecorded crime)  |     |                               |
|   | The pattern and trends in crime figures using relevant statistical data   |     |                               |
|   | Comparisons of a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist)                     |     |                               |
| Social Control                                | Formal and Informal social control including unwritten rules and sanctions.   |     | mind-map / flash cards        |
|   | Heidensohn's study from a feminist perspective on gender, control and conformity.   |     |                               |
|   | Different perspectives on social control including Marxist, Feminist and Functionalist.   |     |                               |
| Theories of Crime                             | Merton's functionalist perspective on crime and deviance.   |     | Mind-map / flash cards / grid |
|   | Becker's Labelling theory as a cause of crime.  |     |                               |
|   | Marxist explanations of crime.  |     |                               |
|   | Feminist explanations of crime including Carlen's study on women, crime and poverty.  |     |                               |
|   | Albert Cohen's study on crime and subcultures.  |     |                               |
| Patterns of Crime                             | The relationship between social class and crime   |     | Grid / mind-map / flash cards |
|   | The relationship between gender and crime   |     |                               |
|   | The relationship between ethnicity and crime  |     |                               |
|   | The relationship between age and crime  |     |                               |
|   | Identification of who is most likely to be a victim of crime  |     |                               |
| Criminal / deviant behaviour and Punishment   | The relationship between the media and crime  |     | Flash cards / mind-maps       |
|   | Stan Cohen's work on folk devils, moral panic and deviance amplification.   |     |                               |
|   | Public debates over dealing with violent crime  |     |                               |
|   | Treatment of young offenders  |     |                               |
|   | Punishment of offenders including prison and surveillance.  |     |                               |



## Subject Learning Checklist and Revision Strategies: Social Stratification

| Big Ideas                                | Topic Area  | RAG | Revision Strategy                        |
|--|---|-----|--|
| What is social inequality?               | Definitions of social inequality  |     | Flash cards                              |
|  | Measures of social class  |     |  |
| Theories of Social Stratification        | The functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)                             |     | Grid / mind-map or individual flash card |
|  | <b>Davis and Moore's</b> Functionalist perspective on meritocracy.  |     |  |
|  | The Marxist theory of stratification, power and class inequality.   |     |  |
|  | The Feminist theory of stratification, gender and power.  |     |  |
| Views of social Class and Inequality     | The work of Marx on Social class  |     | Mind-map/ flash-cards.                   |
|  | The work of Weber on social class   |     |  |
|  | Social Mobility: patterns over time, debates on meritocracy.  |     |  |
| Life Chances                             | Factors affecting life chances and social class including <b>Fiona Devine's</b> re-visit on <b>Goldthorpe and Lockwood's</b> Affluent Worker study. |     | mind-map / grid / flash cards            |
|  | Factors affecting life chances and gender   |     |  |
|  | Factors affecting life chances and ethnicity  |     |  |
|  | Factors affecting life chances and age  |     |  |
|  | Factors affecting life chances and disability, sexuality and religion   |     |  |
|  | Factors affecting life chances and social class including <b>Fiona Devine's</b> re-visit on <b>Goldthorpe and Lockwood's</b> Affluent Worker study. |     |  |
| Poverty                                  | Definitions of poverty  |     | Mind-map / flash cards                   |
|  | Peter Townsend's study of poverty and the relative nature of defining poverty.  |     |  |
|  | The culture of poverty  |     |  |
|  | Charles Murray the underclass and the undeserving poor: welfare dependency.   |     |  |
|  | Capitalism as a cause of poverty.   |     |  |
|  | The Welfare State and poverty   |     |  |
|  | Groups who are vulnerable to poverty including child poverty.   |     |  |
| Power, Authority and Power Relationships | Weber's work on power and authority including traditional, charismatic, rational-legal, formal and informal sources of power.                       |     | Flash cards / mind-map                   |
|  | Democracy and power   |     |  |
|  | Political engagement including voting Behaviour, patterns over time according to age, gender, ethnicity and social class.                           |     |  |
|  | Power from Pluralist and Conflict perspectives on who holds power.  |     |  |
|  | Perspectives on the media and who holds power.  |     |  |
|  | <b>Walby's</b> Feminist perspective on power in society.  |     |  |
|  | Different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs              |     |  |

### Subject Learning Checklist and Revision Strategies: Methods

| Big Ideas  | Topic Area  | RAG | Revision Strategy      |
|--|---|-----|------------------------|
| Primary and Secondary Sources of Data (including Quantitative and Qualitative methods) | Description plus the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research including the following methods:   |     | flash cards / grid     |
|  | Questionnaires  |     |                        |
|  | Structured interviews   |     |                        |
|  | Unstructured interviews   |     |                        |
|  | Group interviews  |     |                        |
|  | Observations: participant, non-participant, covert, overt.  |     |                        |
|  | Content analysis  |     |                        |
|  | experiment  |     |                        |
|  | Personal documents including diaries  |     |                        |
|  | Official statistics and non-official statistics   |     |                        |
| Interpretation of data   | Interpretation of graphs, diagrams, charts and tables to discern patterns and trends in statistical data.   |     | Mind-map/ flash-cards. |
| The Research Process   | The processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data. |     | mind-map / flash cards |
|  | Practical issues including time, cost and access  |     |                        |
|  | Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.   |     |                        |

# Key Terms

## Family

- Adolescence: the stage between childhood and adulthood.
- Agency of socialisation: A social institution (e.g. family), which provides a primary or secondary socialisation.
- Arranged marriage: A marriage which has been organised by respective parents. The partners can reject the arrangement; usually common in certain faiths (e.g. Islam)
- Bigamy: Where a married individual illegally marries another individual
- Blended (or reconstituted) family: where two halves of different families (possibly as the result of divorce) may form one large family, which is connected by kinship. Usually involves remarriage
- Canalization: channelling an individual's gender through the suggestion of specific behaviours.
- Child rearing: The process of raising children, through parenting, by providing guidance, security and financial stability, as well as norms and values.
- Childhood: a stage in an individual's life, where they're defined as a dependent or child.
- Cohabitation: Where two individuals live together in the same household, before, or instead of being married.
- Commune: a group of people, living collectively, sharing possessions and responsibilities; not considered a family
- Conjugal relationships: Where individuals share equal roles in a relationship, in relation to domestic tasks, childcare, emotional labour and paid work.
- Conjugal role: the tasks (domestic labour, childcare etc.) that individual partners share
- Consensus: General level of agreement
- Conventional family: a typical family, which is considered the standard or ideal type. Usually refers to the nuclear family
- Crisis of masculinity: The idea that the traditional male role of breadwinner and leader of the household is being eroded by social changes (e.g. women's rights, globalization)
- Dependent family members: Younger, Elderly, vulnerable or disabled members of a family, who require the financial support and care of other family members
- Divorce: Where a marriage is legally dissolved.
- Domestic division of labour: The extent to which individuals within a partnership or relationship share domestic roles (e.g. household tasks, childcare)
- Double shift (women in marriage): describes the work of women (paid work) and also the significant unpaid domestic labour
- Double standards (as applied to the behaviour of men and women in society): The idea that whilst behaviours of men may not draw criticism, or may bring praise, the same behaviour by women may bring condemnation
- Dual career family: A family where both parents have professions or careers

- Dysfunctional families: A dysfunctional family is a family in which conflict, misbehaviour, and often child neglect or abuse on the part of individual parents occur continually and regularly, leading other members to accommodate such actions
- Economic function (of families): One of the purposes of the family, which is suggested by functionalists; the idea is that families provide financial security for members, as well as workers
- Emigration: the number of individuals leaving a country to live elsewhere
- Empty nest family: a stage in a family cycle, where the children have left home in order to start their adult lives and own families
- Empty shell marriage: Where a marriage lacks love, affection or intimacy, but individuals may stay married.
- Expectations: The different standards that apply to individuals in society
- Expressive role (functions of the family): The functionalist term, which suggests that the family works to provide emotional well-being (love, care etc.) for its members. Considered a woman's role
- Extended family: The term which relates to family members beyond the parents and children (grandparents, uncles, cousins etc.)
- Family: The unit of society, in which individuals live, usually in one household; consists of a parent/parents and a child/children.
- Family diversity: The extent or variety of different family types that exist in a society.
- Functionally important roles: the basic, necessary and required functions that individuals should perform in society
- Gender: The social and cultural differences (masculinity and femininity) between the sexes. Not formed by biology.
- Gender roles: the role or behaviour learned by a person as appropriate to their gender, determined by the prevailing cultural norms
- Glass ceiling (in relation to women in employment): A feminist view that there is a restriction on
- Idealisation: The idea of presenting something as perfect or better than it is in reality
- Immigrant: An individual who has entered a new country to live there.
- Immigration: The number of people entering a country to reside there.
- Income: The amount of money which is earned by an individual or members of a household
- Instrumental role (functions of the family): a functionalist idea that the role of a man within the family should be to work, provide money for the family and be a breadwinner
- Integrated conjugal roles: Where partners within a family or couple share domestic, housework and childcare tasks, both taking part in these
- Intergenerational: describes the nature of relationships between people who have age difference (e.g. grandparents and grandchildren)
- Isolation (social and family)

- Kibbutz: A collective unit, formed in some Jewish societies as a replacement for a family. Traditionally based on agriculture.
- Kin: family or relations
- Kinship: family ties or blood relationships, who share characteristics or origins.
- Life expectancy: The average age which individuals are likely to live up to, within a society. Usually differs between men and women.
- Lifestyle: The way of life that an individual lives
- Lone parent family: a mother or father living without a partner, but has dependent children/a child
- Male domination (of society): the idea that men control society, or the feminist belief that patriarchy structures society
- Marriage: The legal union of two individuals; can be civil or religious
- Matriarch: a woman who heads a family
- Matriarchal family: A family that is headed by a women, who makes the most important decisions
- Monogamy: where an individual remains faithful and committed to one other individual
- Net Migration: Emigration minus Immigration for a specific nation
- New man: A man who rejects sexist, traditional roles for men, especially related to the segregated roles in domestic and childcare tasks
- Norms: Normal ways of behaving in specific situations, in a society
- Nuclear family: A married, heterosexual couple, who live within the same household and have dependent children.
- Particularistic standards: not being judged by universal standards or achievement; promoted in the family and household
- Patriarchal family: A family which promotes male-dominated interests in the roles of the individuals within it. For example, women performing all the housework and men being the sole breadwinner.
- Patriarchy: The belief that women are subjugated or dominated by men in society
- Pluralism: a variety of opinion
- Polyandry: where a woman has more than one husband
- Polygamy: the practice of having more than one husband or wife
- Polygyny: where a man has more than one wife
- Population: The number of people in a particular nation at a given time
- Primary socialisation: The social process, by which an individual learns the basic norms and values to become a responsible member of society. Learnt through replication and (positive/ negative) sanctions; taught by the family, from ages 0-5. (Includes learning basic actions like walking, talking and manners)
- Privatised (nuclear family): A family which has 2 heterosexual parents with dependent children, who reside in the same household
- Privatised instrumentalism (social relationships centred on the home):the idea that for well of workers, the home has become the centre of social relationships, with work only as a means to an end

- Reconstituted (or blended) family: A family which is made up of parts of two different families; may involve step children/parents, and is usually the consequence of divorce or separation
- Role conflict: where an individual takes on a role which is incompatible with another role
- Roles: patterns of behaviour expected by individual in different situations
- Rural: The extent to which individuals live within dispersed locations, far-away from others; Non-urban.
- Secularisation: The process by which religion loses its significance in social life; the decline in religiosity; how religious institutions and values are in decline.
- Segregated conjugal roles: The idea that partners or spouses share workload in relation to domestic tasks, but these jobs are separate (e.g. one partner does cooking, another does DIY)
- Separate spheres (in relation to the role of women): The idea that women occupy different roles to men, in work, the family and wider society.
- Serial monogamy: a pattern of divorce and remarriage found in monogamous societies where an individual marries several times, but only one partner at a time
- Social change/changing social attitudes: the ways in which society has transformed over time, along with behaviours and approaches to socially significant issues
- Social cohesion: the sense of belonging to wider society
- Social construct: The concept, which suggests that ideas, labels or roles are formed by society, rather than occurring naturally
- Social convention: a social rule that is generally conformed to in society. They are not written into law.
- Social exclusion: the social disadvantage or marginalisation of individuals to the fringes of society
- Social network: the connections between different members of society, and the interactions between them
- Social stigma: the disapproval of somebody because of social characteristics or circumstances
- Socialisation: The social process by which individuals become members of society, by learning norms and values of the culture. The two stages are primary and secondary.
- Step parent: A parent who is not biological, but rather marries another person, who has their own children
- Symmetrical family: The idea that partners within a family share domestic roles equally
- Traditional family roles: the roles that individuals are expected to historically take within the family (men as breadwinners, women taking on the mother/housewife role)
- Urban: relating to the extent to which people live within built-up areas, in close proximity to a large number of others
- Value consensus: a common, universal or society-wide understanding of that which is important or worth striving for

- Values: things in life that are considered important or worth striving for.
- World view: The set of ideas that an individual has, which are
- Youth culture: the set of behaviours associated with young people; may include new media, consumption etc.

## Education

- Academy: A school system which runs its own finances, allocating money and resources as determined by the need of the school. Academy chains are run by private organisations, Not for Profit organisations or charities. All failing schools, or those with no viable local authority must become academies.
- Achievement (in education): The successes of individuals within the education of an individual. Linked to the concept of meritocracy.
- Anti-school sub-culture: An group which has distinctive values which subvert the rules of the school. Often characterised by poor behaviour and anti-authority.
- Citizenship Education: Education which aims to educate children about participation in society, democracy, politics, rights and responsibilities
- Competition (in a variety of contexts): Where individuals rival each other in society for jobs, school places, money and successes ect.
- Comprehensive school: A school which does not select according to ability, but caters for all students of all social backgrounds and abilities.
- Compulsory state education: the idea that education is mandatory, or required by law, for all individuals from ages 5 to 18
- Continuity: Consistency, or the extent to which something follows a pattern
- Correspondence principle: The idea that schools reflect society in miniature; i.e. what happens in school, directly related to the world of work
- Counter school subculture: also known as an anti-school subculture. The values of a group subvert the rules of the school; term was coined by Paul Willis in his work 'Learning to Labour: How working class kids get working class jobs'
- Cultural capital: the knowledge, values, attitudes and skills which are possessed by the middle class, and provide them with advantages in society
- Cultural deprivation: Where an individual lacks access to cultural advantages and cultural capital, which leaves them at a disadvantage in society. Mostly affects the working class.
- Curriculum: The program of learning which is followed by a school. Can be formal curriculum (e.g. English, Maths) and Hidden Curriculum (learning the values of the school- e.g. conformity)
- De-schooling: A term from Marxist theorist, Illich, de-schooling is the solution to the repressiveness of schools, where the schooling system is deconstructed, to remove middle class authority and rules
- Economy: the capitalist system in which money is traded for goods

- Education: the system in which individuals are taught and learn information
- Education reform: The process of changing elements in the schooling system in accordance with current social policy (e.g. GCSE 1-9 reforms)
- Eleven plus (11+): the IQ test taken by students (used to be done by all students, now it is optional), aged 11, vying to enter a grammar school
- Ethnocentric curriculum: The idea that a school's curriculum is overtly focused upon one ethnic group (white), to the detriment of ethnic minorities; ethnic bias
- Ethos (of the school): Character of a school
- Exclusion (from school): Where individuals are removed from schools for poor behaviour or infringing school rules. Can be temporary (generally up to 5 school days) or permanent (for the most serious offences)
- Fee paying, public, independent or private school: Schools which charge parents termly or annual fees, so that children may attend; it is thought by many that these schools provide a superior education, which gives better outcomes. Public schools refer to the most prestigious of private (fee paying) schools, and includes institutions like Eton, Harrow and Marlborough college
- Formal curriculum: the individual subjects which are taught, that contribute towards an individual's learning (e.g. Maths, Science, English)
- Formal education: the learning that individuals gain in formal education subjects as opposed to the hidden curriculum
- Free school: a school which lacks centralised control, that is run by , NFP organisations or charities
- Further education: Education which is provided beyond secondary ages (does not usually refer to university, which is described as higher education); Usually provided by FE colleges
- GCSE: General Certificate of Secondary Education; examinations taken by students in a number of compulsory and optional subjects at the end of the secondary phase
- Gendered curriculum: the concept that the curriculum is divided along gendered lines, where certain subjects are designed to appeal to females (e.g. textiles, childcare, food and nutrition) and males (Maths, Physics and Resistant Materials)
- Hidden curriculum: the learning that individuals undertake which isn't related to formal subjects; it is designed to ensure individuals conform and follow rules of the school
- Higher education: education at university level
- Home tuition: where individuals receive either all their learning via home schooling tutors (qualified educators who deliver 1-2-1 education at homes) or they receive additional learning from a tutor.
- Inclusion (in education): a concept relating to how much individuals can access all aspects of the schooling system, and whether any barriers exist to learning (e.g. illness, exclusion)
- Informal education: The education that individuals receive, which is considered to encourage students to follow rules, become social individuals and conform



- Intelligence quotient: IQ test; a test which is scientifically designed to gauge the specific intellectual ability of an individual
- Labelling: where a member of society or social group are characterised in a specific way, according to how their behaviour is perceived. E.g. a bright student, a rebellious student.
- League tables in education: the way in which schools are ranked according to national performance measures; they are measured in rank order according to their level of national performance; this is relative (i.e. comparable to each other)
- Marketization of education: The ways in which education becomes run according to business principles, in order to increase its competitiveness, and success.
- Mixed ability: That which describes classes which have a range of different academic abilities within it
- Ofsted: Office for standards in education. An independent school inspectorate body, which monitors quality of teaching and learning in state, maintained, academy and free schools
- Particularistic standards: subjective judgements based on individual characteristics- people are judged as individuals.
- Privatisation (economy): where education (or other state run agencies) are transferred to private businesses ownership
- Public examinations: examinations which are taken by the vast majority of the population at a particular stage or time (e.g GCSE exams taken at 16)
- Sanctions: reactions to social behaviour as a result of social control from society; can be positive or negative (rewards or punishments)
- SATs: Scholastic Aptitude Test; a test taken by school students as part of the national curriculum, at ages 7 and 11
- Secondary socialisation: the process of learning the norms, values and culture of a society, through agencies which are not the family. May be learned through the media, schools or peers
- Selective schools: Schools which filter and select students to attend their intuitions; can be done on the basis of ability (e.g. grammar schools) or faith (faith schools)
- Self-fulfilling prophecy: where an individual is labelled (either positively or negatively) and performs accordingly
- Setting in education: How individuals are placed in differing classes, according to their ability
- Social cohesion: A society which works toward the wellbeing of all its members, including one which fights exclusion and marginalisation, creates a sense of belonging, promotes trust and offers its members the opportunity of upward mobility (rising from a lower to a higher social class or status)
- Special school: A school catering for children with Special Educational Needs
- Specialist school: A school which has a particular ethos or character which is usually determined by subject prioritisation (e.g. sports colleges)
- Subculture: the values of a group which are different to those of the rest of society

- Teacher expectations: the different behaviours which teachers anticipate from certain students, individuals with certain social attributes or those from certain social groups
- Tripartite system: A system of schooling which was introduced by reforms from 1945. Within this, the Conservative government introduced IQ tests, after which students would attend either one of three school types: Grammar (15%), Secondary Technical (5%) or Secondary Modern (80%)
- Universal standards: The idea that there are expectations in society which apply to everybody.
- Vocationalism in education (work related curriculum): education which aims to teach work-related skills or provide training related to specific careers or professions.

### **Crime & Deviance**

- Agenda setting (and the media in relation to crime/deviance): the ability for the media to influence the importance of public agenda, regarding crime
- Agent of social control: a social institution (e.g. family, police), which reinforces the norms and provides order and control
- Alienation: the separation of things that naturally belong together.
- Anomie: A functionalist term, for a society which lacks values, solidarity and collective conscience, and has become normless
- Anti-social behaviour: actions which cause harassment, alarm and distress to society. Usually associated with youth
- Chivalry thesis: The sociological concept, which suggests that women are treated with greater leniency when it comes to trial and sentencing in the criminal justice system
- Community service: A sentence provided by UK courts in which a guilty individual must repay their debt to society through unpaid work (often charity work)
- Conformity: following social norms and abiding by social expectation
- Continuity: maintaining the status quo
- Control theory (in relation to women and crime): theories which suggest reasons why women do not commit crime (related to Hirschi's 'Bonds of Attachment' theory)
- Corporate crime: Crimes which are committed by businesses or middle class individuals in the course of their occupation
- Crime: Actions which break the law
- Crime rate: the amount of crimes that happen, according to reported/ discovered statistics.
- Criminal justice system: the agencies involved in crime prevention and punishment
- Criminal subculture: a group of individuals who foster collective values that involve breaking the law (e.g. football hooligans, gangs)

- Dark figure of crime: the amount of crimes which are not discovered, reported or recorded by the police.
- Delinquency: Youth crime
- Deviance: actions which break social norms
- Deviancy amplification: the process, through which the media exaggerate events. This may result in a moral panic
- Deviant career: undertaking a career which resort to breaking the law. This may be a drug gang, for example.
- Folk devils: individuals or groups who are demonised by the media as part of deviancy amplification and a moral panic
- Gender and criminality: the extent to which men and women commit differential levels of criminality
- Gender deal (in relation to working-class women): Carlen's theory, which suggests women obey the law because of the promise of blissful domestic lifestyle and economic wellbeing
- Identity theft: A crime, where an individual's personal details are compromised or confiscated by another, mostly for financial benefit
- Indictable offence: a criminal act which is considered more serious by the law (resulting in more than 6 months in custody), and is therefore tried in a Crown Court
- Injustice: unfairness or inequality in society
- Institutional racism: racist tendencies which are practiced by large agencies in society, such as the police, the NHS and schools.
- Judiciary: those who enforce the law, punish and rehabilitate offenders. This includes police and judges.
- Labelling: a social process, where an individual revives an image on the basis of how they're perceived.
- Law: The system of justice
- Legislation: relating to specific laws which are made as part of the justice system
- Legislative process: the process by which laws are made
- Legislature: The term for the body of individuals responsible for law creation. In the UK this done by MPs/Lords
- Magistrate: A voluntary judge who sits on a 3-person panel and hears cases in a magistrate's court. The
- Mass media: the forms of mass communication, including TV, Newspapers and internet
- Master status: a final consequence of labelling, where an individual defines themselves through the label given to them
- Media stereotype: how the media presents a common sense, assumed image of a group.
- Miscarriage of justice: where courts fail to reach a correct outcome of justice in a case; usually involves the wrongful conviction of an individual
- Moral panic: where the media create an exaggerated response to a groups actions, which leads to overreaction in society

- News value: the ideas considered important by the media, that create newsworthiness
- Non-indictable offence: Less serious offences, which can be tried at a magistrates court, rather than a crown court
- Police caution: Where a police officer provides a direct and formal warning to an individual for a less-serious offence, at their discretion.
- Popular press: tabloid press, which is not considered high-quality. Often sensationalist.
- Poverty (linked to crime): lack of money, which leads to deprivation and crime
- Prison system: A system of punishment, where individuals are incarcerated for a determined period of time, in order to protect the public or reform/rehabilitate the offender
- Probation system: A series of organisations which aim to reduce reoffending and reform an individual for release into society, after a prison sentence
- Propaganda: when individuals use the media to proliferate false and exaggerated information to shift public opinion
- Quality press: highly detailed sources of journalism, which are not considered 'populist' and 'tabloid'. For example, the Telegraph, the Guardian and the Times.
- Recorded crime: the amount of reported and discovered crime which is shown on official statistics
- Right of appeal: when individuals who have been convicted of crimes seek to challenge the sentence or verdict.
- Role conflict: where individuals disagree with the roles they have in a society and, therefore come into conflict with others.
- Sanctions: punishments and rewards imposed on individuals in society.
- Scapegoat: where an individual or group is blamed for social problems
- Self-fulfilling prophecy: when a label given to an individual is internalised, and lives up to expectation, with the individual performing consistently with the label.
- Self-report study: A method of collecting data on crime where individuals report their own engagement with crime via an anonymous questionnaire
- Social construct: an idea or concept which has been developed within society, and has no real basis in reality.
- Social control (formal and informal): the ways in which society regulates and monitors behaviours
- Social convention: expectation or normal ways of behaving in society
- Social exclusion: the ways in which individuals or groups may not feel part of a society.
- Social order: the term used to describe society which lacks anomie and behaviours are predictable
- Socially defined behaviour: Social behaviour, which is distinctive, based on the society and social expectation
- Status frustration: concept from Cohen, which suggests that young working class males lack education, wealth and, therefore status, so resort to crime and deviance

- Stereotype: a commonly held view of a individual or group, based on assumptions
- Terrorism: Politically or religiously motivated actions which cause fear, death and or damage to people or wider society.
- Unwritten rules: that which is expected of member of society (i.e. that which is not deviant)
- Value consensus: when people agree in society, what is important or worth striving for
- Victim survey: A method of data collection on crime, where individuals report whether they have been victims of crime and the types of crime they have experienced victimisation. The surveys use questionnaires to collect data.
- White collar crime: Crimes committed by those in middle-class positions, businesses or those with wealth/power/authority.
- Youth crime: crimes committed by those below 21. Also termed as delinquenc

### **Social Stratification**

- Absolute poverty: A term which refers to having less than the basic means to survive
- Achieved status: Where an individual gains from hard work or education, rather than birth right or inheritance.
- Affluence: Wealth
- Ageism: prejudice or discrimination, on the basis of age
- Aristocracy: The high social class, of those born into privilege (hereditary); they have significant wealth, ownership of land/property and, often, titles.
- Ascribed status: a position in society which is not earned through hard work, but rather through birth-right
- Assimilation: the process by which individuals acquire traits or characteristics of other groups in order to become part of that group
- Asylum seeker: Somebody who has left their country of origin, entering a new one in order to secure citizenship for a better way of life or protection from persecution
- Authority: The power to enforce rules, obedience or make decisions
- Bourgeois: A middle class attitude
- Bourgeoisie: The ruling or middle-class
- Bureaucracy: efficient and rational ways in which society is organised
- Bureaucratic authority: (legal-rational authority) the way in which power or authority is organised, through efficient, rational and legal structures
- Capitalism: An economic system where individuals should work in competition to earn money; characterised by freedom of business (owned privately by individuals) and free-market economics; private ownership

- Capitalist: that which describes patterns in a society, where the predominant economic system is capitalism
- Caste: A system of hierarchy set within Indian society; based upon the Hindu concept of Karma
- Censorship: where governments, editors or those with power, use their influence and power to restrict what the public can access, read and see
- Charismatic authority: where individuals hold power because of their personal characteristics.
- Class alignment: when whole social classes hold allegiances to particular social classes
- Class dealignment: where particular social classes feel that they no longer belong to a social class
- Class struggle: a Marxist term which outlines the conflict between the workers and the middle class, which is often fraught with unrest or violence
- Classless society: a situation where classes no longer exist in a society. Often a communist ideal.
- Communism: An economic system where all wealth is evenly distributed and individuals share collective responsibilities
- Community: a group of individuals in a society who either share similar traits, histories, characteristics or live in close proximity to each other
- Constituency: those who have something in common; a group of people who live in a geographical boundary, and are represented by one MP
- Culture of dependency: a New Right concept and trait of the Underclass; where individuals cannot escape reliance upon the welfare state, out of either choice or necessity.
- Cycle of deprivation: An inversion of the Old Boys Network, where individuals are born into a life of poverty, they go on to experience deprivation at school and underachieve, leading to unemployment and having children who are subsequently born into poverty to continue a cycle into another generation
- Deferential: the idea that different groups experience social life, including inequality in different ways
- Dictatorship: a system of government which limits the rights of individuals with a single leader who controls the country strictly and with force
- Direct action: a pressure group method which takes practical and disruptive action aimed at their cause (e.g. a sit in, protest march)
- Discrimination: where individuals are treated differently, (positively or negatively) on the basis of gender, sexuality, ethnicity etc.
- Distribution (of power and of wealth): the idea that the middle class have a greater level of wealth and power than the working class; men have more money and power than women etc.
- Economy: the capitalist system, which includes trade of goods and services for money leading to profit
- Egalitarian: a situation of equality in society

- Elite: Those who have the most power, money and influence in society
- Embourgeoisement: The idea that the working class will eventually have the same lifestyle and values as the middle class, because of social mobility
- Emigration: the number of people leaving a country in order to live elsewhere, long term or permanently
- Employment: contract to work
- Environmental poverty: housing deprivation
- Ethnic diversity: The extent or variety of different groups which share cultural heritage, that exist in society.
- Ethnic group: Where a number of individuals share the same cultural, historical and religious heritage
- Ethnic minority: where a cultural and ethnic group are not the majority in society, but exist in a small or significant number
- Ethnicity: How an individual's cultural, religious or indigenous history is defined
- False class consciousness: where an individual is unaware of their low social class and that they're being exploited
- Fascism: a system of right wing dictatorship, which eliminates democracy and replaces it with a single individual in charge (dictator)
- Feminism: a sociological position which suggests that women are exploited by men in a system called patriarchy
- Feminists: those who believe in the perspective of feminism
- Feudalism: an old hierarchical social system, based on wealth and privilege
- First past the post (electoral system): the system of election where parties achieve half of the seats available in a parliament, and therefore can command a government
- Focus group: group interview
- Functionalism: the sociological perspective based on consensus in society, and that all social institutions work together to achieve harmony and stability
- Functionalists: somebody who believes in the perspective of functionalism
- Functionally important roles: where individuals take roles in a meritocratic society which is vital to survival of society
- Gatekeeper (mass media): somebody who controls what is published in newspapers and publications and what is shown on TV/radio
- Gender: that which describes the behaviours and characteristics of an individual based on their perceived sex
- Glass ceiling (in relation to women in employment): the idea that women's employment progress is restricted by their inability to move to more powerful and highly paid positions; possibly because of maternity leave and the perception of women as the domestic carer
- Image: the way in which a group, individual or behaviour is presented by society
- Immigrant: somebody who enters a new nation, leaving their old one behind either temporarily or permanently
- Immigration: the general term which refers to migration into a nation state

- Income: the money that an individual receives each day, week, month or year. Can come from wages, pensions or welfare payments
- Industrial dispute: the cause of going on strike
- Institutional racism: racism which is practiced by institutions such as the police and schools; usually unintentional and indirect
- Interactionism: the sociological theory which suggests that society is shaped by individual actions
- Intergenerational: the relationships between those of different age groups
- Left and right wing: polar ends of the political spectrum which influence what they believe about issues such as control, crime, welfare, education, economy and family
- Legal rational authority: a type of authority which individuals and organisations may be granted legally within a democratic society (e.g. MPs, Police and courts have this)
- Life chances: how successful/prosperous and individual's life will be, considering health and education.
- Life expectancy: the average age that a group will live to in a society
- Lumpenproletariat: a group mostly within 19<sup>th</sup> century England which is similar to the New Right version of the Underclass.
- Male domination (of society): 'patriarchy'; where men have more power, control and wealth than women
- Marxism: a sociological theory based on class; the idea that the ruling class use capitalism to exploit the working class
- Marxist: somebody who believes in the perspective of Marxism
- Mass media: the widely distributed media which reaches many; includes newspapers and TV
- Means of production: A Marxist term which refers to Land, Machinery and Capital that is owned by the bourgeois
- Means testing: quantifying an individual's circumstances to ascertain whether they are entitled to certain benefits or privileges
- Member of Parliament (MP): An individual who has been elected by constituents to represent their interests in government.
- Meritocracy: the functionalist belief of Davis & Moore that talents are distributed equally and people should strive to work hard in society in order to achieve the best for themselves
- Middle class: those who have material and cultural advantages in a society
- Migration: the movement of individuals in or out of a nation which can either be temporary or permanent.
- Monarchy: the system of ruling, based on ascribed status; a monarchy is ruled by monarch (king or queen) and a royal family
- Multiculturalism: where a societies ethnic and cultural diversity becomes greater and integrated within a society
- Nation state: a country which has a system of government (e.g. the UK)
- Neo-liberalism: a political view linked to the new right which believes in economic policies which promote market freedom and lack of control



- New Right: a sociological view point linked to functionalism which believes in neo-liberal policies, lack of state control, reduction in the welfare state and that currently society is producing an underclass who do not contribute towards society in a positive way.
- Oligarchy: form of government where only a small number have power
- Organised religion: where religion has structure, hierarchy and order; for example, the Church of England
- Patriarchy: male domination in society
- Petty Bourgeoisie: where the working class achieve social mobility, only temporarily before they revert back to being working class again
- Pluralism: a variety of views and perspectives
- Political party: groups with ideological ideas about how a country should be run, and vie to gain power through election
- Political socialisation: where individuals are taught about political values and the ways in which they acquire political views
- Popular press: journalism which is generally of lower quality (tabloid) and focused on sensationalising news
- Poverty: lack of money and wealth
- Poverty trap: where individuals struggle to escape poverty (e.g. because they are long term unemployed or on benefits)
- Power: having prestige or status in society over others
- Prejudice: a negative feeling towards a certain group
- Pressure group: a group which focuses on a single issue and wishes to make changes in society using a range of methods
- Prime Minister: The leader of the parliamentary government
- Privatisation (economy): where government owned sections of industry or societal resources are run by private companies, with the aim to increase effectiveness and value of money
- Proletarianisation: where an individual moves from being unemployed to self-employed to a wage labourer
- Proletariat: The working or subject class in a capitalist society
- Propaganda: where a government uses the media to promote a limited or extremely bias set of images or reports
- Proportional representation: a system of election where each vote counts on a parliament; the percentage of votes cast represents the percentage of representation in a system of government
- Quality press Journalism which is of a high merit and standard; it is usually detailed and thoroughly based on research with high levels of accuracy
- Quota sample: a sampling method which desires a number of participants
- Racial discrimination: where individuals are treated differently on the basis of their race or ethnicity
- Racism: a form of prejudice or discrimination which is directed towards those of different races or ethnicities

- Relative deprivation: where an individual feels resentment towards others because they have resources and wealth whilst they may not.
- Relative income standard of poverty: the condition in which people lack the minimum amount of income needed in order to maintain the average standard of living in the society in which they live.
- Relative poverty: where an individual cannot live a comfortable life or good life in society
- Ruling class ideology: the powerful set of ideas promoted by the bourgeoisie in Marxism
- Selective benefits: where welfare is not given universally, but means tested and applied to those most in need
- Sex (gender) discrimination: where women or men are treated differently (can be positive or negatively) to others within society
- Sexism: discrimination and prejudice directed towards somebody on the basis of their sex or gender
- Slavery: Where an individual is forced to work, without pay.
- Social class/socio-economic class: that which defines your level of income and wealth, and therefore place in society
- Social exclusion: where somebody feels isolated and as if they are not part of a society
- Social inequality: where there are large differences in wealth and power in a society
- Social mobility: the ability to move between class systems within a society
- Social order: The ways in which society is structured and controlled
- Social security: the safety net offered by the government in the form of the welfare state
- Social stratification: the way in which society is structured and ordered
- Socialism: a theory which advocates the equal distribution of wealth, power and resources
- Society: the system of organised social relations in which an individual lives
- State standard of poverty: those who fall below an income or wealth target set by the government, called the 'poverty line'
- Status: the level of power, prestige and importance that exists for somebody in society
- Subjective class: where an individual's social class is measured by income, wealth and education etc. and gives a social class position (e.g. working, middle, upper)
- Subjective poverty: where somebody sees themselves as poor, or very poor, regardless of whether they are, by definition.
- Surplus wealth: the income an individual earns, which is not used to pay bills, rent or living expenses
- Technological change: The ways in which society has changed as a result of developments in science, engineering and production.
- Theoretical perspective: A set of sociological ideas which affects how social thinkers see to social world, the behaviours of individuals/groups and social phenomena

- Trade union: An organisation which works to protect the working and employment rights of individual members
- Traditional authority: those who hold power on the basis of historical role or status; for example, the queen
- Underclass: A new right concept relating to a distinct class which has a distinct set of values which are undermining societal responsibilities such as family stability, working and following the law (may include benefits scroungers, single mothers, criminals etc.)
- Under-employment: Where an individual has a job, but the occupation is significantly below their skill set (e.g. a university graduate working as a checkout operator in a supermarket)
- Unemployment: where an individual does not have a job
- Universal benefits: benefits which everybody is entitled to, regardless of contributions into the national insurance system. For example, NHS and State Education.
- Upper class: the aristocracy and highly privileged class, which owns much wealth, land and property; may also have titles or highly paid/privileged positions or jobs
- Wage: The amount that an individual earns (can be hourly, weekly, monthly or annually)
- Wealth: the amount of money or possessions that an individual owns
- Welfare benefits: social security; payments which are given to individuals who cannot work, or support themselves (e.g. sick pay, job-seekers allowance, disability living allowance)
- Welfare reform: the ways in which the benefits system has been changed in order to save money and ensure its effectiveness for the future
- Welfare scrounger/benefit cheat: The term used to describe a person who claims welfare/benefits, yet should not be entitled to them; those who live of benefits as a lifestyle choice, as an alternative to working
- Welfare state: The broad term for the benefits system or government run financial support system, which includes unemployment benefits, maternity/paternity pay, sick pay and pensions
- White collar worker: An individual who works in a middle-class occupation
- Work life balance: the ratio to which a person combines the amount of work they do, with the other commitments. The extent to which work infringes on personal lives
- Working class: members of society who are engaged in manual work
- World view: The set of ideas that an individual has

## Research methods

- Anonymity: where a research participant's identity and responses cannot be recognised
- Attitude survey: A poll or research which attempts to gain opinion on social issues or gauge behaviours across sections of the population
- Bias: where opinion, subjectivity or specific interest may lower objectivity in social research.
- Case study: the research into a person or group over time to prove a theory
- Census: A UK-household wide survey of a range of social indicators, demographics, occupations, income and faith (etc.); happens every 10 years
- Closed question: A question within research that generates numerical (quantitative and coded) data. It suggests specific (tick box, yes/no ect.) responses.
- Confidentiality: keeping individual details an information private and discreet.
- Content analysis: analysis of qualitative sources to evaluate a number of appearances of certain features or trends, thereby producing quantitative data.
- Covert observation: Undercover or discreet observations of behaviours; usually does not gain prior consent.
- Data: Information collected from research. Can be quantitative or qualitative.
- Data analysis: Where information (qualitative or quantitative), collected in research is scrutinised to assess what patterns exist and what answers it may provide to specific research questions
- Data protection: Where findings from research or information of individuals grants them anonymity or protection against private and confidential information being issued to others or widely disclosed. Data anonymity protects identification of individuals
- Documents (in relation to research):
- Ethical considerations: Questions concerning rights and wrongs of social research, including consent of participants, confidentiality and rights to withdraw
- Ethnography: Small scale research, involving participant/non-participant observations. Usually takes place in small scale societies and is considered work of anthropologists.
- Focus group: A group interview. Individuals gathered as a group who discuss specific research questions posed by a sociologist.
- Group interview: an interview carried out with more than one participant
- Hypothesis: A precise prediction about the outcomes or findings of research.
- Informed consent: where a researcher gains the permissions of individuals who are the subject of research, to be involved in the study.
- Interview: a research technique where a researcher asks a participant a series of questions and records the answers. Can be quantitative (closed) or qualitative.
- Longitudinal study: A sociological research technique where participants are studied over a length of time, and research is revisited after specific periods of time
- Mixed methods research: the combination of different research instruments in order to investigate the social world.

- Non-participant observation: Research involving viewing individual or group observation, without the researcher involving themselves in the activities.
- Objective: free of bias or judgements
- Observation: researchers viewing the behaviour of an individual or group
- Official statistics: data gathered and published by the government
- Open question: A question asked by a researcher within an interview or questionnaire, to which the participant can give any extended answer that they wish
- Overt observation: observation that occur where the participants know they are being observed
- Participant observation: a research method which involves the sociologist involving themselves in the actions of a group of individuals studied.
- Pilot study: a small, trial piece of research carried out prior to the main research being completed; this allows you to identify any flaws with the research design
- Primary data: data collected first hand
- Qualitative data: data collected through research which is non-numerical (may be observations, life histories or open interview responses)
- Quantitative data: research findings which are numerical, and generated by closed questions
- Questionnaire: A research tool in which an individual self-completes a series of questions. Can be closed (quantitative) or open (qualitative)
- Quota sample: Reaching a desired number of individual participants to take part in a study (setting an ideal number of participants for research)
- Random sample: Where individuals are selected for research, purely on a chance basis
- Reliability: Reliability is the degree to which a measurement instrument gives the same results each time that it is used, assuming that the underlying thing being measured does not change
- Representative data/sample: where participants in a study or data generated from research reflects a cross section of society or the targeted group
- Research: Activities undertaken by a sociologist in order to gain an understanding of the social world and social issues.
- Respondent: Somebody who participates in social research, usually answering questions as part of a questionnaire or interview.
- Response rate: the number of people who complete a survey divided by the number of people who made up the total sample
- Sample: The ways in which individuals are selected for participation in research
- Sampling frame: a complete list from which a researcher selects their sample
- Secondary data: the use of research findings which have already been published by others (may be census data, previous sociological research or newspapers)
- Selective use of data: where data is cherry picked, so it fits with the hypothesis
- Snowball sample: where individuals are recruited to take part in a study through others who have already taken part

- Stratified sampling: a sample selected to represent groups within the total population
- Structured interview: an interview conducted using a predetermined list of tightly controlled questions
- Subjective – judgements that are based on feelings, perceptions and opinions
- Trend (in relation to data): A pattern or correlation which has been discovered in data collected for the purpose of research.
- Triangulation (in relation to social research): the application of several different research methods to study the same research question and improve validity
- Unrepresentative data/sample: research outcomes or subjects which do not typically represent the desired group of study or a cross section of the population
- Unstructured interview: A series of questions which are asked by a researcher, to which the participant can give open-ended and extensive answers
- Validity: The extent to which something may be a reflection of truth or reality.

# Key Studies

## Family

### **Delphy and Leonard, 'Familiar Exploitation', 1992 – Feminist Perspective**

They concluded that men benefit the most from the exploitation of women's labour. They believe that the family has a central role in maintaining patriarchy. Women are oppressed because even when wives have paid employment outside the home they still have to carry out household tasks which are not equally shared with their male partners.

#### **Evaluation:**

Ignores the other factors such as class and ethnicity

### **Oakley 'Conventional Families', 1982, Feminist Perspective**

Defines a conventional family as 'nuclear families composed of legally married couples, voluntarily choosing the parenthood of one or more children'. She explores the power of this idea, including its origins and explanations; reviews contemporary research; examines the 'strains' of being conventional and social control. She concludes that 'there are signs that official stereotypes are being felt to be increasingly archaic (old)'

#### **Evaluation:**

Dated – there are now civil partnerships and same-sex marriages

### **Parsons – 'The Social Structure of the Family', 1959, Functionalist Perspective**

Family has two basic functions which are common to all families in all societies: primary socialisation of children and the stabilisation of adult personalities e.g. to give and receive emotional support.

#### **Evaluation:**

Other writers have criticised him for ignoring the dark side of the family.

**Rapoport and Rapoport, 'British Families in Transition, 1982**

Research based on Britain and America. Five different aspects of family diversity: organisational (e.g. internal divisions of domestic labour), cultural (beliefs and values), class (e.g. how the family's position in the social class system affects the availability of resources), life course (stage in the family life cycle) and cohort (historical period).

**Evaluation:**

Fail to consider the dominance of the nuclear family and that, according to functionalist Robert Chester, most people desire to live in a nuclear family and at one point in the lives will live in a nuclear family.

**Wilmott and Young, 'The Symmetrical Family', 1973- Functionalist Perspective**

They describe different stages of the family. Stage 3 is a home centred nuclear family. It is also symmetrical this means the both husband and wife make similar contributions to the running of the household e.g. shared chores and decisions. In this type conjugal roles are equally important. They found this type to be more common in working class families. Stage 4 is the 'managing director family'. This is work centred and the wife is responsible for home and children.

The 'Principle of Stratified Diffusion' is the theory that what happens at the top of the stratification system today will diffuse downwards tomorrow.

**Evaluation:**

The theory has been criticised by feminists who saw little evidence of either 'symmetry' or a move towards Stage 4 amongst working class families.



**Zaretsky, 'Capitalism, the Family and Personal Life', 1976, Marxist Perspective**

Zaretsky does not believe that the family is able to provide for the psychological and social needs of the individual. He argues that the family supports capitalism by providing unpaid labour, reproducing a labour force and being a unit of consumption. He also claims that the family cushions the pressures of capitalism, allowing individuals to express their frustrations with capitalism in a non-threatening way. The family offers a haven from the harsh realities of living in a capitalist society. Women become responsible for personal relationships within the family. This cushions them from capitalism. Zaretsky believes that the family helps capitalism for examples: it produces future generations of workers and is also a unit of consumption.

**Evaluation:**

Fails to consider the positive impact the family has on its individual members.

**Key Studies – Education****Ball– 'Beachside Comprehensive. A Case Study of Secondary Schooling, 1981, Interactionist Perspective**

Compares the experience of two groups of students. One is taught in a band decided by ability the other in a mixed ability group. First year students were placed in one of three bands on the basis of information supplied by their primary school. The first band was supposed to contain the most able pupils and the third the least able. He compared this group with another taught in mixed—ability classes. Ball observed that most pupils were conformist and eager when they first entered the school, but gradually the behaviour began to diverge. Band 1 had positive behavioural traits and band 3 negative behavioural traits.

**Evaluation:**

1981 – dated, lots of changes in education since (but setting and streaming is now more popular). Only one school – not possible to generalise from this.

**Ball, Bowe and Gewirtz – ‘Market forces and parental choice’, 1994**

Ball, Bowe and Gewirtz investigated the process of choosing a secondary school, studying 15 different schools in an area. They found that middle class parents had a significant advantage over working class parents when selecting a school for their child. They found that middle class parents had the:

- Knowledge and contacts to find the best school for their child
- Money to send their children to better but more distant schools, or even move into the catchment area of the best schools
- Cultural capital and material resources to ensure success.

This arose partly from the introduction of league tables, with marketisation meaning schools competed with each other for more able students, and often introduced more setting and streaming, in addition focusing on the more able.

**Bowles and Gintis ‘Schooling in Capitalist America’, 1976, Marxist Perspective**

The organisation of school mirrors the workplace. They called this the ‘correspondence principle’. Close correspondence between schools and the workplace. Through the hidden curriculum students are prepared for work e.g. accepting authority (hierarchy), this means that they don’t question their position. They do not believe that schools are meritocratic. Class determines attainment.

**Evaluation:**

1976 – dated, there have been lots of changes to education. Research based on schools in the USA – can this be applied to the UK?

**Durkheim – ‘Moral Education’, 1925, Functionalist Perspective**

Major function of education is the transmission of society’s norms and values. Education especially the teaching of history, provides the link between the individual and society – children will come to see that they are part of something larger and will develop a sense of commitment to the social group. School provides a context in which children learn to cooperate with those who are neither their kin (family) nor their friends. Rules should be strictly enforced for children to learn self-discipline and to see that misbehaviour damages society.

### **Halsey, Heath and Ridge – ‘Origins and destinations’, 1980**

Using a sample of 8000 males born between 1913 and 1952, Halsey looked at differences in educational achievement based on social class and produced clear findings:

- Students from ‘the service class’ (middle class) were much more likely than the working class to stay on at school until 18, and were 11 times more likely to go to university.
- They said some of the reasons were down to lack of income of the working class, but also due to differences in parental attitudes
- They also noted there was an uneven distribution of grammar schools (which were higher achieving), with more being in middle class areas than working class areas.

#### **Evaluation:**

Halsey et al’s study can be criticised for being outdated as there has been much social change in the past 40 years, as well as being unrepresentative as it only studied male students.

### **Talcott Parsons, ‘The School Class as a Social System’, 1961, Functionalist Perspective**

School acts as a bridge between the family and society, taking over as the main agency of socialisation and preparing children for adult life. Parsons argued that the schools operate on meritocratic principles: status is based on merit. In school an individual is judged on universalistic standards, which are applied to all members regardless of kinship ties. Schools socialise children into the basic values of the wider society, maintaining a value consensus that emphasised achievement and equality of opportunity. Schools also help select individuals for their future role in society.

#### **Evaluation:**

Marxists argue that the values of the education system may simply be those of the ruling elite. Equality of opportunity is an illusion. Meritocracy is a myth.

### **Willis – ‘Learning to Labour’, 1977, Marxist Perspective**

Willis focused on a small group of working class boys in the Midlands who referred to themselves as ‘the lads’. Over the space of two years, he interviewed and observed ‘the lads’ who formed a counter school subculture, actively not following rules and not attending lessons. Unlike Bowles and Gintis, Willis believed that education is not a particularly successful agency of socialisation as the group would not conform to rules. However, the lads’ rejection of the school made them suitable candidates for male-dominated, unskilled or semi-skilled manual work still needed in a capitalist society.

#### **Evaluation:**

Willis’ research only focused on a very small sample so is not representative. However, it does show us the reactions to school conformity and teacher labelling.

## Key Studies – Crime

### **Becker – ‘Outsiders’ 1963, Interactionist Perspective**

Becker argued that an act only becomes deviant when others define it as such. Whether the ‘label’ of deviancy is applied depends on who commits the act, when and where it is committed, who observes the act, and the negotiations that take place between the various actors involved in the interaction eg police and offender. The label applied to the individual becomes a master status; the young people have become criminals and this label will affect how others see them and respond to them. As a result, the individuals will begin to see themselves in terms of the label, producing a self-fulfilling prophecy. The individual who has been publicly labelled as deviant is rejected from certain social groups which may encourage further deviance, which in turn begins what Becker describes as the deviant career. This career is completed when the individual joins an organised deviant group which develops a deviant subculture.

#### **Evaluation:**

Not all individuals who are labelled live up to them. Marxists would argue it doesn’t examine who has the power to label.

### **Heidensohn, ‘Women and Crime’, 1985 – Feminist Perspective**

Heidensohn argues that male-dominated patriarchal societies control women more effectively than they do men, making it more difficult for women to break the law. Control = in the home. Women are controlled through lack of time because of their primary responsibility for childcare and housework. This keeps them in the home for more hours than men, which restricts their opportunity to commit crime outside the home. Women can also be controlled through domestic violence and girls also tends to be subject to greater control than boys. Control = in public. Women may choose not to go to public places because they are worried they will be attacked. The fear of sexist comments and the risk of being labelled a ‘slag’ stops women from going to pubs or nightclubs on their own. Control = at work. Most managers at work are males and are therefore able to control women. Men also dominate trade unions.

#### **Evaluation:**

Heidensohn has been criticised for making generalisations that do not apply to all women and for not always supporting her claims with strong research-based evidence

### **Albert Cohen – ‘Delinquent Boys’, 1955, Functionalist Perspective**

Cohen argues that working class boys hold the same success goals as the rest of society, but that because of educational failure and poor employment prospects, they have little or no opportunity to realise those goals. They become stuck at the bottom of the ladder of society and because of their lack of opportunity, they suffer from status frustration. They turn to criminality as an alternative route to success, becoming members of a criminal subculture which values activities, such as stealing, vandalism and truancy. Those who perform well - the successful thief for example, are rewarded by status and prestige in the eyes of their peers.

#### **Evaluation:**

It is argued that working class youths do not necessarily accept mainstream success goals. They commit acts of vandalism etc. out of resentment against those whose values they do not share eg teachers.

### **Merton, ‘Social Theory and Social Structure’, 1938, Functionalist Perspective**

Merton argued that all members of society hold the same values. However, Merton believed that they did not have the same opportunity to realise their shared goals. He described five possible ways in which individuals could respond to success goals in American society. 1 Conformity: eg by gaining educational qualifications which in turn give them access to secure, well paid employment. 2 Innovation: eg drug-dealing or stealing. Merton believed that this route was most likely to be taken by individuals who came from the lower levels of society and who are denied the usual routes to success. 3 Ritualism: this describes middle class individuals who have little opportunity for advancement and remain stuck in low paid, low status ‘respectable’ jobs where they may exhibit an enthusiasm for rules. 4 Retreatism: individuals who abandon both success goals and any means of achieving them. They ‘drop out’ of society eg vagrants and drug addicts. 5 Rebellion: individuals who reject success goals and the usual means of achieving them, but then replace them with different goals and means.

#### **Evaluation:**

Merton has been criticised for not considering who makes the laws and who benefits from them. He has also been criticised for his assumption that there is such a thing as a ‘value consensus’ in American society. Furthermore, it has been suggested that his ‘deterministic’ view fails to adequately explain why only some individuals become criminals. His theory exaggerates working class crime and underestimates middle

### **Carlen- 'Women, Crime and Poverty', 1988, Feminist Perspective**

Carlen studied a group of 39 mostly working class women aged between 15 and 46 who had been convicted of one or more crimes. She carried out in-depth, unstructured interviews with each of the women, several whom were in prison or youth custody at the time. These women tended to become offenders because they had little reason to conform. They had enjoyed little success in society and didn't have much to lose by turning to crime. Carlen argues that most women conform because of class and gender deals. The class deal involves working hard to earn enough to gain access to consumer goods. However, the women in Carlen's study had few qualifications and no experience of a reasonably well-paid job. They had no incentive to conform to keep their jobs. The gender deal involves accepting marriage for the promise of security, happiness and fulfilment. However, family life often involves being subject to control. Some women in the study had been abused by their male partners or fathers. Again, they had little to lose by rejecting this deal.

#### **Evaluation:**

39 women is a relatively small sample frame so therefore can't be generalised from. However, there is lots of evidence that most female offenders do come from relatively deprived and insecure backgrounds. However, unstructured interviews would provide detailed qualitative data. She would also have the flexibility to explore answers the women gave to her as to why they committed crime.

## **Key Studies – Social Stratification**

### **Davis and Moore – 'Some Principles of Stratification' 1967, Functionalist Perspective**

Davis and Moore argued that social stratification was a 'universal necessity'. They believed that for any society to survive and operate efficiently it was necessary for the following to happen: 1. all roles must be filled 2. they must be filled by those best able to perform them 3. necessary training must take place 4. roles must be performed conscientiously. The 'mechanism' - where unequal rewards and privileges are attached to the different positions in society allows these things to take place. They believed that this system matched the most able people with the functionally most important positions in society, those that required the highest levels of skill and/or the greatest responsibility to direct and organise others. By attaching the high rewards to those functionally important positions, those with ambition will be encouraged to compete for them with the most talented achieving success.

#### **Evaluation:**

Occupations which carry less economic rewards or prestige can also be seen as functionally important (eg Lawyers vs Nurses). No proof that exceptional talent is required for important positions in society or is there an agreed method of measuring talent or ability (eg no formal education required for Government ministers)

**Fiona Devine 'Affluent Workers Revisited', 1992**

Devine tested Lockwood's idea that 'privatized instrumentalism' amongst the working class. This term refers to social relationships centred on the home with work only as a means to an end (they go to earn money). She did not find evidence to support the idea of 'privatized instrumentalism', whilst the lifestyle of her sample was not as communal as that of the traditional working class neither was it as home centred and privatized as had been predicted. She also rejected the idea of the 'new working class' and denied that affluent (well-off) workers had been persuaded to accept capitalism uncritically. She found evidence of rising living standards and aspirations, but many of those she interviewed continued to resent the privileges of inherited wealth and held a sense of injustice at the existence of extreme class inequalities.

**Evaluation:**

Sample of men and women from Luton so therefore can't be generalised to rest of population. However, interviews would provide detailed qualitative data.

**Karl Marx – Selected Writings, 1857-1867, Marxist Perspective**

Marx believed that systems of stratification arose from the relationships of social groups to the means of production (land, capital, labour power, buildings and machinery). Marx believed that as agriculture developed it produced surplus wealth and the accumulation of private property, the precondition for the emergence of a ruling class (bourgeoisie) who gained control of the means of production thereby obliging the subject class (proletariat) to work for them. Marx also believed that the ruling class ideology seeks to justify ruling class domination through the use of ideas. This distorts reality to create a positive image of capitalism and therefore creates a false class consciousness. Marx believed that the gap between the workers and the capitalist class would become greater and the differences more extreme (polarisation). Marx hoped that this process would produce a proletarian revolution and an ideal communist society

**Evaluation:**

Ignores other forms of inequality such as gender and ethnicity New Right theorists are critical as they argue Marxist theory only emphasises the benefits of capitalism and opportunities for social mobility Communist societies have been unsuccessful – revolution not worked

**Charles Murray, 'Losing Ground', 1984, New Right Perspective**

Murray argued that society had a growing underclass. He believed that government policies have encouraged the members of this underclass to become dependent on benefits. This has discouraged self-sufficiency and led a growing number of single parents and young people to lose interest in getting jobs. This has also posed a threat to society because its members were a burden on tax payers and responsible for a rising crime rate.

**Evaluation:**

Murray's cultural definition of the underclass (in terms of their behaviour) largely ignores any economic reasons that may create such a class. His work has been criticised for its poor evidence base as the underclass actually have conventional attitudes and want stable relationships and paid employment.

**Townsend – 'Poverty in the UK', 1977**

Townsend conducted a large survey in the late 1960s and identified three possible ways of defining poverty.

1. The state's standard of poverty on which official statistics are based. This was calculated on the basis of an individual entitlement to claim certain benefits.
2. The relative income standard of poverty based on identifying households whose income falls below the average for similar households.
3. Relative deprivation, his preferred measure. Townsend believed that individuals, families and groups fall into relative poverty when they lack the resources to obtain the types of diet, participate in activities and have the living conditions of most other people in society.

On this basis he believed more than 22% of the population to be living in poverty in 1968–69, this compared to just over 6% using the state standard and 9% using relative income.

**Evaluation:**

Townsend's work has been criticised for measuring inequalities in society rather than poverty.



### **Weber- 'The Theory of Economic and Social Organisations 1947, Weberian Perspective**

Weber defined a class as a group of individuals who share a similar position in a market economy (their market situation) and he believed that those who share a similar class situation also share similar life chances. Like Marx, he argues that the major class division is between those who owned the means of production and those who did not. However, Weber saw no evidence of polarisation of classes and rejected the view that a proletarian revolution was inevitable. He argued that the middle class is growing and distinguishes between three sources of power: Charismatic (devotion to leader eg Martin Luther King), Traditional (established customs and inherited status eg the Queen) and Rational Legal (shared impersonal rules eg a police officer).

#### **Evaluation:**

The middle class has expanded significantly. Weber has been accused of ignoring the social mobility and opportunities created in capitalist societies by New Right theorists.

### **Sylvia Walby, 'Theorising Patriarchy', 1990 – Feminist Perspective**

Patriarchy is central to our understanding of society. She described six patriarchal structures which restrict women and help to maintain male domination of society: 1. Paid work: Women continue to be disadvantaged in the labour market despite the changes in the law (the Equal Pay and Sex Discrimination Acts) due to traditional cultural values (eg regarding roles of wives and mothers) 2. Patriarchal relations of production: men exploit women by gaining benefit from their unpaid labour in the home. 3. Patriarchal culture: women continue to be subject to social expectations which apply different standards to the behaviour of men and women. 4. Sexuality: women are subject to double standards (for example men with multiple partners are often admired by other men whilst women with multiple partners are frequently condemned). 5. Male violence towards women: the use or threat of violence discourages women from challenging patriarchal authority. 6. The state: whilst the state is not as patriarchal as it used to be it continues to do relatively little to protect women from patriarchal power in society eg women still generally receive lower wages than men and equal opportunities laws are seldom enforced.

#### **Evaluation:**

Deterministic as it assumes all women are exploited in society Ignores other forms of social inequality in terms of class and ethnicity.

# GCSE Sociology 9-1

## Example Questions to practise

### 4 Markers

Highlighted = methods in context questions

#### Family

- Identify and explain one way in which an individual's family or household situation might change over the course of their life.
- Identify and explain one way in which gender roles in the family have changed in the past 50 years.
- Identify and explain one way in which relations between parents and their children have changed in the past 50 years.
- Identify and explain how the functionalist approach to the family differs from the Marxist approach.
- Identify and explain one criticism of the traditional nuclear family made by some sociologists.
- Identify and explain one possible consequence of divorce for husbands.
- Identify and explain one way in which relations between parents and children have changed in the last 40 years.
- Identify and explain one disadvantage of using questionnaires to investigate ethnic differences in family types.
- Identify and explain one advantage of using unstructured interviews to investigate consequences of divorce amongst family members.
- Identify and explain one possible ethical issue when investigating childhood experiences in the family.
- Identify one possible sampling technique and explain why this may be used to investigate changes in family forms.

#### Education

- Identify and explain one function that education may perform for society.
- Identify and explain how streaming could negatively affect educational achievement.
- Identify and explain one government policy of the past 30 years which has attempted to improve educational opportunities for pupils from less wealthy backgrounds.
- Identify and explain one way in which governments have attempted to encourage competition between schools in the past 30 years.
- Identify and explain one way in which teacher expectations can affect attainment.
- Identify and explain how a middle class student's home life may positively affect their educational achievement.
- Identify and explain one reason for gender differences in subject choice at GCSE.

- Identify and explain one advantage of using a longitudinal study to investigate the effects of social class on students' educational achievement.
- Identify and explain one possible ethical issue when investigating the effect of parents on a child's attainment
- Identify and explain one advantage of using official statistics to investigate differences in achievement by gender
- Identify and explain one disadvantage of using participant observation to investigate labelling in schools

## Crime and Deviance

- Identify and explain one reason why people in poverty are more likely to be victims of crime.
- Identify one way of measuring crime and explain the advantages of using this method.
- Identify and explain one way in which crime may be seen as positive for society.
- Identify and explain one reason why women commit less crime than men.
- Identify and explain one way in which agencies of formal social control encourage people to conform.
- Identify and explain one way in which the media may exaggerate levels of deviant or criminal behaviour in society.
- Identify and explain one disadvantage of using covert observations to investigate criminal behaviour.
- Identify and explain one disadvantage of using structured interviews to investigate people's experiences of crime.
- Identify and explain one advantage of using group interviews to investigate levels of youth crime.
- Identify and explain one advantage of using official statistics to measure the levels of crime in society
- Identify and explain one possible practical issue with investigating gang crime

## Social Stratification

- Identify and explain one way in which governments have attempted to increase upward social mobility.
- Identify and explain one life chance which may be affected by an individual's ethnicity.
- Identify and explain one consequence of poverty for an individual.
- Identify and explain one way in which social class can affect an individual's life chances.
- Identify one way of defining poverty and explain why some sociologists may dislike this method.
- Identify and explain one way in which the social status of men has changed in recent years.
- Identify and explain one reason why people find themselves in poverty.
- Identify and explain one reason for some social groups finding it difficult to get out of poverty.
- Identify and explain one reason why some sociologists use relative definitions of poverty.

- Identify and explain one way in which the status of the elderly may be lower than that of other age groups in society.
- Identify and explain one way in which individuals may have authority over others.
- Identify and explain one practical problem with investigating people's voting behaviour.
- Identify and explain one disadvantage of using official statistics to investigate levels of poverty.
- Identify and explain one possible ethical issue with investigating people's experiences of poverty.
- Identify and explain one advantage of using personal documents to investigate people's experiences of poverty
- Identify and explain one disadvantage of using case studies to investigate the role of the state in providing welfare support

## 12 Markers

### **Family**

- Discuss how far sociologists would agree that the roles of men and women in families have changed significantly in the past 50 years.
- Discuss how far sociologists would agree that changes in the divorce rate over the past 50 years are due to changes in the law.
- Discuss how far sociologists would agree that marriage is important in Britain today.
- Discuss how far sociologists would agree that the nuclear family is no longer the norm in modern Britain.
- Discuss how far sociologists would agree that the roles of men and women in the family have changed significantly in the past 50 years.
- Discuss how far sociologists would agree that extended family members play an important role in British families.
- Discuss how far sociologists would agree that marriage is no longer seen as important in modern British society.
- Discuss how far sociologists would agree that changing social attitudes are the main reason for changes in the divorce rate over the past 50 years.
- Discuss how far sociologists would agree that marriage is still considered important in modern British society.
- Discuss how far sociologists would agree that the traditional nuclear family is the most appropriate family type in which to raise children in modern Britain.
- Discuss how far sociologists would agree that there is equality between men and women in the family. (12 marks)
- Discuss how far sociologists would agree that there is no longer a typical British family.
- Discuss how far sociologists would agree that changes in family size have led to families becoming more child-centred.

### **Education**

- Discuss how far sociologists would agree that peer group pressure has a significant effect on a pupil's educational achievement.
- Discuss how far sociologists would agree that the improvement in pupil achievement in examinations has been the result of educational reforms in the past 25 years.
- Discuss how far sociologists would agree that a pupil's social class background is the main reason for differences in educational achievement.
- Discuss how far sociologists would agree that the type of school a child attends has a significant effect on his/her life chances.
- Discuss how far sociologists would agree that pupils' gender is the main reason for differences in their educational achievement.
- Discuss how far sociologists would agree that the main function of schools is to prepare pupils for the workplace.

- Discuss how far sociologists would agree that a pupil's ethnicity is the main reason for differences in educational achievement.
- Discuss how far sociologists would agree that parental attitudes have a significant effect on a child's educational success.
- Discuss how far sociologists would agree that the way in which pupils are grouped within a school has a significant effect on their educational performance.
- Discuss how far sociologists would agree that the main function of schools is to teach children to become part of society.
- Discuss how far sociologists would agree that the social class background of pupils has a significant effect on their educational performance.
- Discuss how far sociologists would agree that gender inequalities still exist within education in Britain.

## **Crime and Deviance**

- Discuss how far sociologists would agree that what is seen as deviance arises from labelling by society.
- Discuss how far sociologists would agree that most anti-social behaviour is carried out by young men.
- Discuss how far sociologists would agree that deviant and criminal behaviour results from poor socialisation in childhood.
- Discuss how far sociologists would agree that women today are just as likely as men to commit crime.
- Discuss how far sociologists would agree that some minority ethnic groups are still stereotyped as criminal by the police and the legal system.
- Discuss how far sociologists would agree that relative deprivation is the most important factor in explaining levels of crime in society today.
- Discuss how far sociologists would agree that the working class is more likely to commit crime than other social classes.
- Discuss how far sociologists would agree that belonging to a sub-culture leads to deviant behaviour in young people.
- Discuss how far sociologists would agree that women are less likely to commit crime than men.
- Discuss how far sociologists would agree that in Britain today working-class criminals are more likely to be convicted than middle-class and upper-class 'white collar' criminals.
- Discuss how far sociologists would agree that some ethnic groups appear to commit more crime than others because they are stereotyped.
- Discuss how far sociologists would agree that most deviant and criminal behaviour in young people results from peer group pressure.
- Discuss how far sociologists would agree that most criminal behaviour is caused by poverty and social deprivation.
- Discuss how far sociologists would agree that official statistics give an accurate picture of the levels of crime in society.

## Social Stratification

- Discuss how far sociologists would agree that Britain is now a classless society.
- Discuss how far sociologists would agree that a person's ethnicity is the most important factor affecting his or her life chances.
- Discuss how far sociologists would agree that in Britain today a person's status is based on his or her achievements.
- Discuss how far sociologists would agree that there is an underclass in Britain today.
- Discuss how far sociologists would agree that the poor are largely responsible for their own situation.
- Discuss how far sociologists would agree that, in Britain today, age is a more important cause of inequality than any other factor.
- Discuss how far sociologists would agree that welfare dependency is the main cause of poverty in Britain today.
- Discuss how far sociologists would agree that social class is still the most important cause of inequality in Britain today.
- Discuss how far sociologists would agree that the growth of an underclass has led to an increasing number of social problems in Britain today.
- Discuss how far sociologists would agree that there is still a traditional working class in Britain today.
- Discuss how far sociologists would agree that the causes of poverty lie in the attitudes and values of the poor themselves.
- Discuss how far sociologists would agree that there is less class inequality now than 50 years ago.
- Discuss how far sociologists would agree that gender discrimination in the workplace remains an issue in Britain today.
- Discuss how far sociologists would agree that men continue to have more power in society than women.
- Discuss how far sociologists would agree that the Welfare State has been successful in improving the life chances of all individuals.

# Retrieval activity ideas

1. Mind maps
2. Flash cards
3. Fill in the blanks
4. Key terms quizzes
5. Match key terms to definitions
6. Summarise a key study in no more than 25 word
7. Write a “discuss” statement and complete a for and against table
8. Identify as many key sociologists and their ideas for a given topic
9. Provide 5 reasons for a changing trend e.g. rising divorce
10. Write a conclusion for a “discuss” statement drawing on at least three key arguments
11. List 3 strengths and 3 weaknesses of a method
12. Write 5 questions and answers for a specific sub-topic
13. Identify 3 key terms related to a sociological theory, 2 sociologists and 1 criticism of their ideas
14. Write three explanations for a trend e.g. males committing more crime than females and a criticism for each explanation
15. Match the sociologist to their study and sociological perspective



# Additional resources

## Wider reading list

- The sociology review
- BBC app – filter for relevant topics “women”, “poverty”, “education”, “Inequality”
- The Class ceiling: ways it pays to be privileged – Sam Friedman
- Girl Up – Laura Bates
- The good immigrant - Nikesh Sukla
- Hunger pains: Life inside foodbank Britain – Kayleigh Garthwaite
- Invisible women - Caroline Criado Perez
- Natives - Akala
- Why I’m no longer talking to white people about race – Reni Eddo-lodge
- Brit(ish) - Afua Hirsch
- The decent of man – Grayson Perry
- A Glasgow Gang observed – James Patrick
- Poverty safari: Understanding the anger of Britain’s underclass – Darren McGarvey
- Chavs – Owen Jones
- The establishment and how they get away with it – Owen Jones
- The gender games - Juno Dawson
- How to be a woman – Caitlin Moran
- 1984 - George Orwell
- Animal Farm- George Orwell

## Revision websites

- Brainscape
- Seneca
- The sociology guy

## Ted talks

- Gender roles in society
- Do schools kill creativity?
- Home schooling makes me happy
- Purpose of education
- I don’t want children, stop telling me I will change my mind
- The myth of broken families
- We need to talk about prison

# Exam top tips

1. **Read the question careful** – look out for the command word
2. **Look at the number of marks available** – more marks require fully Responses
3. **Show off your knowledge** – use key terms and key sociologists/theories
4. **Use examples** to demonstrate your point more fully
5. **Discuss** means you ALWAYS must look at both sides of the argument